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Abstract

This paper is for an initial study whose aim is to investigate the possible connections between student-produced images or video and their language development as related to metacognition. Video and photography are distinctly advantageous because they are intensely context rich and create a concrete format that acts a catalyst for language production. The production process, from pre-conceptualization to production, and post-conceptualization is entirely controlled by the students; hence the level of investment is influenced. An internal camera in our minds is constantly producing images as we conceptualize the abstract linguistic cues around us. This process may be diluted by exposure to explicit and guided imagery. For this study, students exhibit their images and videos to their peers using Pheed, a social media networking platform. Social networking is unique because it's possible to create a boundless, ever-expanding and spontaneous web of interactions between students that more traditional forms of exhibition cannot accommodate.

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